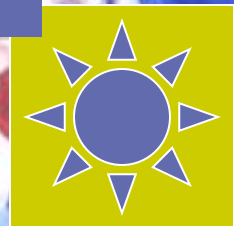




Theories Governing Oral Language Acquisition



Language Acquisition vs. Language Learning

Acquisition

- Subconscious process
- Unaware of grammatical rules
- Similar to L1
- Natural communication
 - Text not form
 - Talking with friends

Learning

- Not communicative
- Result of direct instruction
- Not age appropriate for very young children
- Conscious process of new language knowledge that can be verbalized

Behavioristic Theory



- ❖ B. F. Skinner (operant conditioning, reward-based)
- ❖ Children learn language through stimulus, response, and reinforcement
- ❖ Infants learn oral language from adults through a process involving imitation, rewards, and rehearsal.
- ❖ Language development is a result of imitating as it is reinforced by caregivers

Behavioristic Theory

❖ Problems

- If a parent is not present when the child attempts speech utterances, the rewards for the desired speech are not always systematically provided.
- Young children do not always imitate adult speech.
- It does not account for speech terms invented by infants.

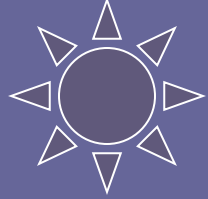
Innatist Theory

- ❖ Krashan/Chomsky
- ❖ Theorists referred to as nativists
- ❖ Believe that language learning is natural for human beings
- ❖ Children have an “innate” ability to generate syntactically correct sentences

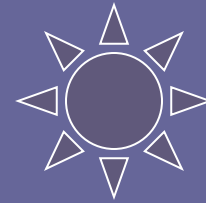


Innatist Theory

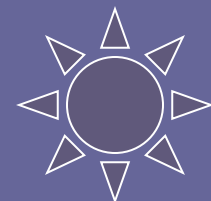
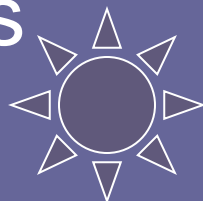
- ❖ Believe inborn factors are dominant in language acquisition
- ❖ Infants possess a biological LAD (language acquisition device)
- ❖ 30+ year history
- ❖ Problems
 - Does not explain how children can generate or invent language they have never heard before.



Interactionist Theory

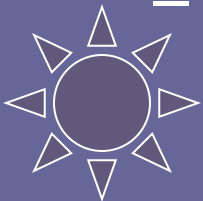
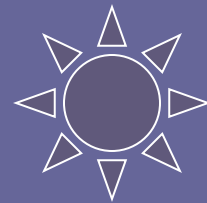
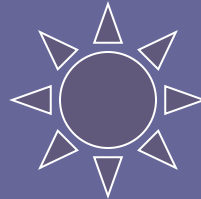
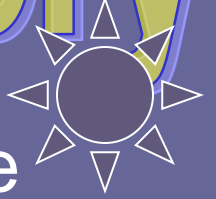
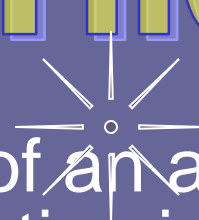


- Vygotsky
- Theorists known as social interactionists
- A compromise between the behavioristic and innatist theories of language acquisition.
- Language is rule-governed, cultural activity learned in interaction w/others



Interactionist Theory

- Language acquisition grows out of an active need to use language and to function in society
- Environmental factors are dominant in language acquisition
- Factors affecting an infant's ability to acquire oral language:
 - Social
 - Cultural
 - Linguistic
 - Biological
 - Cognitive

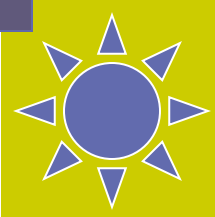


Interactionist Theory

- Language is directly related to cognitive ability
- Nature + nurture= language development
- 80+ year history
- Vygotsky proposed zone of proximal development (ZPD) in relation to language acquisition:
 - Construct language through social mediated interaction



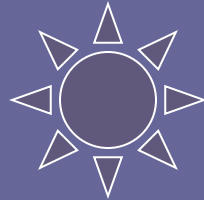
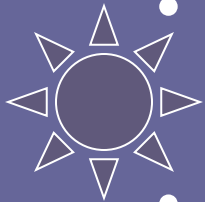
Second Language Acquisition



2nd Language Acquisition

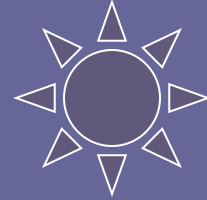
❖ Acquisition vs. Learning Hypothesis

- Teachers must focus on communication rather than memorization of rules
- Immersion in meaningful and comprehensible contexts a must
- Using the language in meaningful interactions develops communicative competency



2nd Language Acquisition

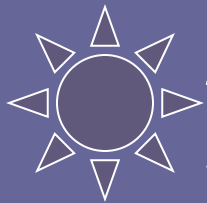
❖ The Natural Order Hypothesis



- ❖ Models first language acquisition

- ❖ Natural progression:

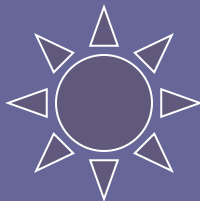
1. Preproduction, comprehension, silent stage = no words



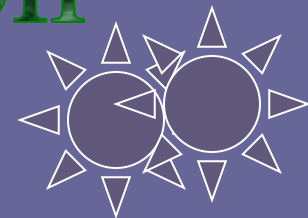
2. Early production, 1 to 2 word sentences

3. Speech emergence, 3 to 4 word sentences

4. Intermediate fluency, errors are developmental and students will outgrow them as they are exposed to what is appropriate

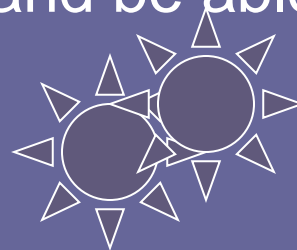


2nd Language Acquisition



❖ The Monitor Hypothesis

- ❖ When learners know language rules, they can self-correct as needed
- ❖ In order to work, learners need:
 1. Time to think about what they need to say or have said
 2. To focus on form (how do I say it correctly?)
 3. Knowledge of rules and be able to apply them



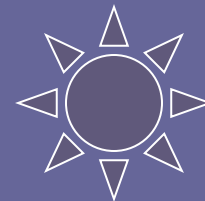
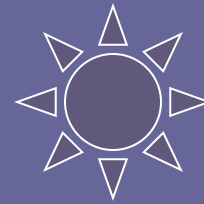
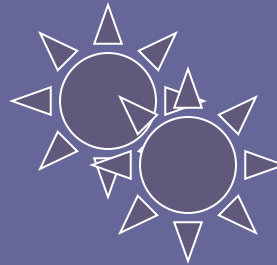
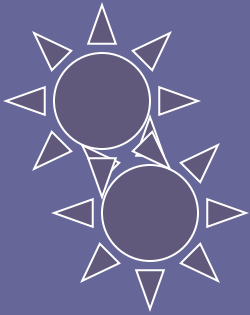
2nd Language Acquisition

❖ The Input Hypothesis

❖ Input needs to be comprehensible, but slightly above current level of competency

❖ Teachers must present materials in ways that are not tied language

1. Visuals
2. Objects
3. Manipulative
4. Modeling
5. Gesturing
6. Parentese (repeat, rephrase, slower speech)
7. Charts

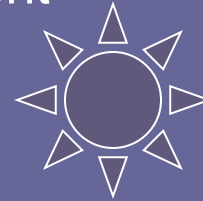
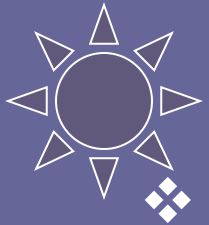


2nd Language Acquisition

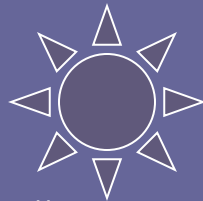
❖ Affective Filter Hypothesis

❖ Most important affective variables favoring second language acquisition:

1. Low-anxiety learning environment
2. Self-confidence
3. Self-esteem



Students able to acquire language in an environment where they feel accepted and free to take risks; they know if they make mistakes, they will not be ridiculed



Source: http://education.csm.edu/students/clewin/2nd_language_acquisition.htm

Stages of L2

- Pre-Production
- Early Production
- Speech Emergence
- Intermediate Fluency

Silent Period

- Interval of time during which a newcomer is unable or unwilling to communicate orally in the new language
- May last a few days or may last up to a year
 - Personality or native culture
- Students ARE learning during this stage, even if they are not speaking!

Pre-Production Period

- They may have up to 500 words in their receptive vocabulary.
- New learners of English can listen attentively and they may even be able to copy words from the board.
- They will be able to respond to pictures and other visuals.
- They can understand and duplicate gestures and movements to show comprehension.
- Choral reading and Total Physical Response methods will work well with them.
- English language learners at this stage will need much repetition of English.
- They will benefit from a “buddy” who speaks their language.
- Teachers should focus attention on listening comprehension activities and on building a receptive vocabulary.

Pre-Production Questioning Techniques

- Point to...
- Find the...
- Put the _____ next to the _____.
- Do you have the _____?
- Is this a _____?
- Who wants the _____?
- Who has the _____?

Early Production

- Ask yes/no and either/or questions.
- Accept one or two word responses.
- Give students the opportunity to participate in some of the whole class activities.
- Use pictures and realia to support questions.
- Modify content information to the language level of ELLs.
- Build vocabulary using pictures.
- Provide listening activities.
- Simplify the content materials to be used. Focus on key vocabulary and concepts.
- When teaching elementary age ELLs, use simple books with predictable text.
- Support learning with graphic organizers, charts and graphs. Begin to foster writing in English through labeling and short sentences. Use a frame to scaffold writing.

Early Production Questioning Techniques

- Yes/no
 - Is the “trouble” light on?
- Either/or
 - Is this a screwdriver or a hammer?
- One word response
 - What utensil am I holding in my hand?
- General questions which encourage lists of words
 - What do you see on the tool board?
- Two word response
 - Where did he go? “To work”

Speech Emergence

- Sound out stories phonetically.
- Read short, modified texts in content area subjects.
- Complete graphic organizers with word banks.
- Understand and answer questions about charts and graphs.
- Match vocabulary words to definitions.
- Study flashcards with content area vocabulary.
- Participate in duet, pair and choral reading activities.
- Write and illustrate riddles.
- Understand teacher explanations and two-step directions.
- Compose brief stories based on personal experience.
- Write in dialogue journals.

Speech Emergence Questioning Techniques

- Why?
- How?
- How is this like that?
- Tell me about...
- Talk about...
- Describe...
- How would you change this?

Intermediate Fluency

- Vocabulary of about 6,000 words
- Use more complex sentences when speaking and writing
- Willing to express opinions and share thoughts
- May be able to work at grade level in Math and Science while comprehension is increasing in Reading and Social Studies
- Use strategies from native language to learn content in English
- Writing will have many errors while they master grammar and sentence structure
- May translate writing into native language first

Intermediate Fluency Questioning Techniques

- What would you recommend/suggest?
- How do you think this story will end?
- What is the story mainly about?
- What is your opinion?
- Describe/compare
- How are these similar/different?
- What would happen if?
- Which do you prefer? Why?
- Create

Advanced Fluency

- Takes 4-10 years to achieve cognitive academic language proficiency in a second language.
- Student at this stage will be near-native in their ability to perform in content area learning.
- Most ELLs at this stage have been exited from ESL and other support programs. At the beginning of this stage, however, they will need continued support from classroom teachers especially in content areas such as history/social studies and in writing.